

CES 101
Introduction to Ethnic Studies
Spring 2015
UCORE: Diversity; GenEd: Intercultural
3 credits

Tuesday/Thursday –9:10-10:25
TODD 216

Instructor	Dr. David Leonard	E-mail	djl@wsu.edu
Phone	335-6854	Office Hours	TTH – 10:30-12:30
Office	Wilson-Short 111		
		TAs	Casey Fraser: casey_fraser@wsu.edu Danisha Lee: danisha.lee@wsu.edu Drew Smith: drew.smith@wsu.edu

Introduction and Course Description

In 1969, students at San Francisco State University and University of California, Berkeley launched massive protests at their respective campuses in demand for Ethnic Studies, an increased number of students of color, and a more diverse/representative faculty body. Challenging the Eurocentric nature of the academy (America) and the systematic exclusion of faculty/students of color, the field of Ethnic Studies emerged through struggle, political organizing and resistance. More than forty years later, this course challenges our assumptions of race, privilege and racism as well as the connected social constructs of gender, sexuality and class. It pushes the conversation beyond the United States, looking at how race and racism exists in other parts of globe, emphasizing how globalization connect us in a myriad of ways. Exploring a number of different sites in which racial meaning is created, articulated and challenged, we will come to see how central race (racism) is to the structural organization and lived experiences of our society.

In 2011, Washington State University instituted a series of changes to its general education requirements. Included within these changes was an alteration of its diversity requirement. The new requirement reads as such:

The diversity requirement challenges students to critically analyze cultural differences and systems of inequality by learning about the diversity of human values and experiences. This form of analysis assists cross-cultural (both within the United States and trans-national), communication and understanding, as well as personal development, by helping students to identify, analyze and propose alternatives to current systems of inequality and adapt empathically and flexibly to unfamiliar ways of being.

Specifically, Diversity courses should: (a) promote cultural self-awareness; (b) inform how culture is influenced by history, politics, power and privilege, communication styles, economics, institutionalized discrimination and inequality, and cultural values, beliefs and practices; (c) develop empathy skills that enable students to interpret intercultural experiences; (d) promote curiosity on the part of students to ask complex questions about

other cultures and classes, and to seek out answers that reflect multiple cultural perspectives; or (e) encourage students to initiate and develop interactions with culturally different others

Broken into three distinct, but connected sections, this class examines diversity, through an examination and discussion of identity differences, inequality in privilege and opportunity, and other experiences that illustrate the range of human experience within our contemporary world. The initial portion of the class provides a foundational understanding of a number of different key themes and concepts. It will allow us to gain an understanding of the ideas of race, privilege, racism, and institutional racism all concepts mentioned and discussed at great lengths in both public and private discourses, but rarely understood with the necessary critical depth. For example, while the idea of “race” is used on a daily occurrence, more often than not people embrace a biological or a cultural approach (race as ethnicity). We will also reflect on racialization, privilege, and inequality both in the United States and elsewhere. The second section of the course will provide an opportunity to think about the impact of stereotypes, focusing on the ways that difference, inequality, and racialization operates within the criminal justice system. And finally, we will look at restaurant industry and food inequality. Emphasizing how it not only impacts others but how we collectively connect to these larger social processes, this section will focus on how cultural, economic, racial, and other divisions impact us all, especially in patterns of consumption. This is a class on race, racism, inequality, and the ways that race operates within everyday life.

Key Realities

It is important that everyone arrives in class with an open-mind, a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness and desire to read, attend class, and learn. Without preparedness and reading skills (as well as a desire to engage in those elements of learning) this class will be a struggle. For those students who want to improve these skills, this class will facilitate that process. For those who want a class that does not require thinking, that does not mandate completion of the reading, that sees attendance as superfluous, and is in all ways easy on the mind, this may not be the class for you. For those who think discussions about race and inequality are all about opinions and that class is a space to replicate the opinion-based debates of modern TV culture, this is not the class for you. Please also note that while the course will work to promote discussions and interactive dialogues, the course isn't a place to haphazardly share opinions without regard for research, facts, and evidence (this is not a debate show that we might see on television). Conversations and opinions should be grounded in research and evidence; in order for productive exchanges, we must speak through research, and specific examples.

Required Readings

- Online readings
- *Stephanie M. McClure & Cherise A. Harris, eds. Getting Real About Race: Hoodies, Mascots, Model Minorities, and Other Conversations*, Sage Publishers, 2014, 978-1452258904

- Saru Jayaraman, *Behind the Kitchen Door*. Cornell University Press. Cornell University Press, 2013, ISBN-13: 978-0801451720.
- I-Clicker – You will need to have your clicker by week #2. Failure to have I-Clicker register will impact participation score and potentially attendance starting week #2. You can register clickers here -- <http://iclicker.com> (See last page of syllabus for instructions). If registered by January 16, you will receive 15 extra jeopardy points)

KEYS TO SUCCESS

Communication, course facets, and the realities of this class

Course Blog: The course blog is a one-stop spot where you can find essential information about the class, participate in expansion of discussions, post-your online discussion, enhance your participation grade, and engage in topics and questions related to course materials. A couple points: (1) every student will need to respond to at least 2 questions within this space. (2) Students have the option and opportunity to participate in various discussions in this space. These are optional, but can assist in bolstering your participation score. Blog address - <http://ces101fall2015.wordpress.com/>

Twitter: I will try to use [Twitter](#) as an “in the world” tool and also as one to help you all generate ideas and questions that will help me tailor class lecture better. This, like the blog, is a “third space” which will facilitate independent discussion and also serves as a bridge between the popular and the scholarly—which is what this class is all about. Twitter is a spot, a vehicle, a space, and a technology that allows for your quick, but [thick](#) thoughts/linkages on what we do in class and what is happening in the wider world related to our class topics. For instance, you may be watching *The MTV*, or *Scandal* or the news; you may be walking on campus and realize something, and want to link a real-world discussion/instance of race and want to comment in real-time about this moment. Our #hashtag will be #CES101WSU. I will also tweet from @CES101spring2015. I also use twitter to post comments and observations about films we are watching in class as a way to highlight key facts and arguments. I will storify these film tweets as well. Please add this whenever you’re tweeting something relevant to class. This will help to create a searchable archive or RSS feed. Tweet blog links, videos, stories. Participation in twitter can enhance participation score as well as Jeopardy ranking.¹

Angel: Please note that I only use Angel to update exam scores, participation scores, and attendance. These will be updated monthly. It is not used as the course grade book and other course materials will NOT be posted there. **All important materials, other than scores, will be on the course blog.**

Email: It is your responsibility to check email and check often. I will communicate weekly via email as well as through course twitter feed. Announcement, reminders, and highlights from lecture will be sent via email. It is imperative that you not only check email and READ THEM, but also have a working email address listed for zzusis. Make sure your most up-to-date email is listed there and that you are using WSU address.

¹ Taken from syllabus of Dr. Shanté Paradigm Smalls <http://hiphopgendersexuality2012.tumblr.com/syllabus>

Seating Chart: This are assigned seat for this course. Not sitting in your seat will result in an absence and as your not receiving credit for daily participation. Seating chart will be established on DAY 3 of class.

Clicker: You are required to have a clicker and bring it to class each day. If you forget or it doesn't work on a particular day, you can turn in a piece of paper with your responses up to 2 times during the semester (credit is about completing/participating rather than getting some right answer). You are also required to register your clicker by beginning of week #2. Failure to do so will hurt your grade, dramatically. If you don't have a clicker associated with your name, I will notify you once via email (week #3) and once on Angel as comment in participation score. It is your responsibility to make sure it is registered and speak with me if you are having issues.

Class notes: When absent, sick or otherwise not able to attend, it is your responsibility to find out what happened in class. While I always be happy to talk to you about class, course content, assignments or related themes, providing an individualized recap (particularly via email) for each class you missed is not going to happen. I will not be handing out lecture notes and prezi outline or posting them online. It is your responsibility to get notes from a class note (I encourage you to get email from several people in class) and watch any videos from while you were gone).

Office hours: They are a great time to check in about the class, to ask questions, and to otherwise expand the conversation from class. As I value this opportunity, and view it as a form of participation, I encourage you to take advantage of office hours.

Reading: YOU are responsible for completing readings prior to class. You are responsible for engaging these works, taking notes if that helps you, and otherwise understanding the readings before entering into the classroom. Class will focus on expanding, building upon, and supplementing the reading materials. It will engage the themes related to reading. We will NOT go over readings, page by page, but rather will build from, with hopes that your reading will enhance your understanding of the lecture and elevate the discussion.

Course Requirements

Attendance

You are expected to attend class every day, arrive on time, and participate in an informed and consistent manner. Attendance will be taken from clicker, from assigned seating chart, and/or from passed sheet. It is your responsibility to use your clicker each and every day. If you don't have your clicker on a particular day, you should submit a piece paper with clicker responses at the end of class (this should not be a regular occurrence). Communication is key if issues arise. Telling me in May that you lost your clicker in May or that it stopped working in February will not lead reversal of absences. Any issues must be dealt with within 5 days. NO EXCEPTIONS

Lecture notes will not be available online so it is imperative that you attend class. If you are absent from class, it is your responsibility to check on announcements made while you were away.

Every student is allotted four absences – with the exception of university-sanctioned events and or a negotiated attendance agreement facilitated by the access center. BE CLEAR: ALL ABSENCES COUNT. Studying for exam or not be able to attend class because you are sick are still absences; a sibling's wedding, a dentist appointment, a family or your desire to watch the Cougar Women's

basketball team in March Madness, which results in you missing class are still absences. If you should be sick for several days, or should an unforeseen life situation arise, PLEASE TALK TO ME so we can figure out a proper remedy.

Attendance will be taken throughout the semester; if you are absent 5 times, you will lose 4% from overall grade, if you are absent 6 times, it will result in 10% reduction from overall grade; 7 times, you will lose 15% from your overall grade; if absent more than 8 times, you will receive an “F” for the course. It is your responsibility to keep track of your absences. Please communicate issues as they arise.

Participation

In order for this class to be productive you will need to come to class each and every day prepared to discuss the material. This requires more than simply doing the reading (WHICH IS ESSENTIAL), but arriving at class with a readiness to discuss the issues for that day. Despite the size of this class, it is my hope that we can have engaging and productive conversations. While I will lecture, it is expected that the class be interactive. In an effort to facilitate dialogue and to encourage collective interaction, I am requiring that you purchase a clicker for this class. Your attendance and clicker is the primary basis of your participation grade –academic misconduct as it relates to clicker and/or attendance sheet will result in a 10% reduction (or an entire letter grade) from overall grade.

Beyond attendance, your contributions/participation via clicker (about 80% of score), your participation score will also be derived from in-class participation and participating in online discussions, which consists of commenting on the course blog - on "Participation posts." Additionally, participation extends beyond clickers, attendance, and talking in-class and within online space but rather all the things you can do to enhance the course.

Recognizing that silence is not always a result of a lack of interest or preparation, I envision participation along many lines. Participating in class not only consists of talking, but also includes **listening** (please do not talk while others are speaking), interacting with your peers, and contributing to our classroom energy (body language, being engaged – no newspapers, no playing “rock, paper scissors,” or cell phones). Your participation score will consist of clicker points, attendance, and in-class/online participation.

There are four additional ways to enhance your participation grade and contribution to class:

- You can e-mail me comments or questions prior to class,
- You can hand me a note at the beginning of class that asks specific questions (or relays comments) about readings, a previous lecture or film – I will do my best to incorporate into that day’s class
- Coming to office hours
- You can also enhance participation grade by reading the daily newspapers in print or online and bringing the class’s attention to relevant articles/developments

As noted above, participation score will be derived from participation in class/online, attendance, and clicker points.

Participation Portion of grades based on following:

145-160 Points:	Attends class (less than 2 absences); active participant in class in all regards; enhances and invigorates the class; active and successful with student response device; active in online community
128-144.99 Points:	Attends class regularly (less than 2 absences); uses i-clicker with great frequency; participates and contributes on occasion either in class or
110-127.99 Points:	3-5 absences; low clicker score; contributes in-class and online with rarity
85-109.99 Points:	3-5 absences; low clicker score; doesn't participate in class and online
50-84.99 Points:	Rarely contributes, more than 5 absences and low clicker score; shows limited effort and interest in class
25-49.99 Points:	Does not contribute, and is often absent; brings little energy and generally demonstrates little interest or effort within class
0-24.99 Points:	Rarely in class and when in class detracts from overall success of class because of disinterest, use of cell phone in class, sleeping during class, disengagement, negative attitude rudeness, non or disruptive/destructive participation, etc.

Online writings (90 Points – 2 x 45)

In order to advance our discussions, to push reflection and dialogue, and to otherwise foster engagement, this class will use our course blog space to expand upon course issues. There will be a particular focus on diversity and the ways in which inequality, differential access to opportunity/privilege, and history defines diversity within the United States.

Every 1-2 weeks, I will post a different question ON THE COURSE BLOG. It will be your responsibility to respond to the question at hand. To secure additional credit, you also respond to at least peer comments. You will be responsible for responding to at least 2 prompts. The key to success here is both self-reflection and engagement with course materials. **TO RECEIVE FULL CREDIT, YOU MUST INTEGRATE SPECIFICS FROM COURSE MATERIALS AND READINGS.** An answer that is less than 400 words and that doesn't integrate specifics and quotes from course readings, which are related to question, will at best receive a **38/45**. The questions will, thus, connect to course materials but also push you to think about your own experiences. Below you will see examples of types of questions you may find throughout the course. Actual questions will be listed on blog WITHIN THE MAIN PAGE.

1. Does race matter?
2. How has racism impacted your life?
3. Is colorblindness the same as equality?

4. Are all “whites born into privilege”? Are all men born into privilege? Are all heterosexual born into privilege. Write down and reflect on some examples? Over the next several days keep a log of unearned advantages/privileges that you experience
5. If you identify as white, what does it mean to you to be white? If you do not identify as white, what does whiteness mean to you in this society and/or beyond it? Using readings, film, course discussions, and your own personal experiences, please focus on racialization and the connections between whiteness, privilege, and white supremacy.
6. Describe in detail the racial and ethnic make-up of either your hometown and/or your high school. How is racism visible within these spaces? How might it impact this community without being visible?
7. What are the important facts, historical events, legal and political issues, court cases, etc., that you think are important in the larger history of race in America? Which of these events are still relevant today?
8. Do people of color in the United States have more in common with people of color from other parts of the world or with whites in America?
9. How does guilt function within conversations about race?
10. Who do you represent?
11. Do you have memories of family or friends challenging racism during your life? Impact here? What examples of anti-racist activist did you learn about in school?
12. What experiences have shaped and impacted your views about race and racism?
13. What are the pictures, feelings, smells, sounds, and words that come to mind when you read the word “restaurant” or “restaurant worker”?

Exams

There are three exams for the class. Each exam will be an in class exam that consists of objective/multiple-choice questions. The final exam will be cumulative. These exams will test your knowledge and mastery over course lectures, readings, films, and other course materials. Except under unusual circumstances, there will be NO early exams or make-up exams (you over sleeping or wanting to go home early is not a valid reasons).

A note on Jeopardy: Prior to each exam, we will have a Jeopardy style review session. Based on participation score (Jeopardy score) for that section of the course, 8-10 students will be selected to participate in jeopardy. The winning team will be exempt from taking the exam (and receive a perfect score for the exam). Other teams will receive extra credit toward the exam. For Jeopardy purposes, participation scores will be reset after each exam.

NOTE: WHILE THESE STUDENTS WILL PARTICIPATE IN JEOPARDY, THE REVIEW IS FOR EVERY STUDENT. The review will also come from my explanation and discussion of various questions and answers.

Extra Credit

There is the potential for extra credit opportunities available throughout the class. These opportunities will may come in the form of in-class activities (via the clicker), extra online writings & participation in other online activities facilitated on the course blog. Additionally, there will be chances to attend lectures and films outside of class (and do a write up). Extra credit is limited to 45 points per student

Assignment Schedule

Due Date*	Assignment	Grade Value
February 10, 2015	Exam #1	245 Points
March 26, 2015	Exam #2	245 Points
May 5, 2015 from 10:10-12:10	Final Exam	260 points
Daily	Participation	160 Points
Before February 27, 2015	Online Writing #1	45 points
Before April 21	Online writing #2	45 points

*We hold right to make adjustments to class and assignment schedule as needed

** Early or make-up exams only a possibility under unavoidable circumstances

Grading Scale

1000-930: A

929-900: A-

899-870: B+

869-830: B

829-800: B-

799-770: C+

769-730: C

729-700: C-

699-670: D+

669-600: D

590 and Below: F

Course Schedule

1/13 – Introduction

1/15 – What is Race?

Reading before class: *Getting Real*, #4; http://www.pbs.org/race/000_About/002_04-background-01-x.htm;

In-class film: *Race: Power of an Illusion (Part 1)*

1/20 – Race as Social Construction

Readings before class: *Getting Real*, #21; Ta-Nehisi Coates, "What We Mean When We Say 'Race Is a Social Construct,'" <http://www.theatlantic.com/national/archive/2013/05/what-we-mean-when-we-say-race-is-a-social-construct/275872/>

1/22 – Talking Past each other

Readings before class: *Getting Real*, #1; Sarah Jackson, "Why I Want to Talk about Race, And Why You Should, Too," http://www.huffingtonpost.com/sarah-j-jackson/talking-about-race_b_1087356.html;

Jen Graves, "Deeply Embarrassed White People Talk Awkwardly About Race,"

<http://www.thestranger.com/seattle/deeply-embarrassed-white-people-talk-awkwardly-about-race/Content?oid=9747101>; Watch before class: "Let's talk about Race"

<http://live.huffingtonpost.com/r/segment/being-white-in-philly/5148ef702b8c2a28d2000143>

1/27 – Racism

Readings before class: *Getting Real*, #2 & #3; Richard Thompson Ford, "A primer on racism";

http://www.slate.com/articles/news_and_politics/politics/2009/09/a_primer_on_racism.html; Judith Ellis,

"Understanding Racism," http://www.huffingtonpost.com/judith-ellis/understanding-racism_b_3635514.html;

1/29 – Racism

Readings before class: *Getting Real* #13 & #14, Ta-Nehisi Coates, "The Case for Reparations,"

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631>; Watch before class: "Can you be motivated by race even if you don't know it?," <http://video.msnbc.msn.com/mhp/52473401#52473401>

In-class film: *Race: Power of an Illusion (Part 3)*

2/3 – Colorblind Racism

Readings before class: *Getting Real*, #5 & #6; Monica Williams, "Colorblind ideology is a form of racism,"

<http://www.psychologytoday.com/blog/colorblind/201112/colorblind-ideology-is-form-racism>; "I'm not racist, I'm Colorblind" - <http://www.sociologyinfocus.com/2012/01/30/im-not-racist-im-colorblind/>; Ta-Nehisi Coates, "The Good, Racist People," http://www.nytimes.com/2013/03/07/opinion/coates-the-good-racist-people.html?_r=0;

2/5 – Review

2/10 - Exam #1

2/12 – Privilege

Readings before class: *Getting Real*, #15 & #22; Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack" <http://nymbp.org/reference/WhitePrivilege.pdf>.

2/17 -- Privilege

Readings before class: Myisha Cherry, "Why privilege is so hard to give up,"

http://www.salon.com/2013/08/01/why_privilege_is_so_hard_to_give_up/?source=newsletter; Jamie Utt, "How To Talk To Someone About Privilege Who Doesn't Know What That Is," <http://everydayfeminism.com/2012/12/how-to-talk-to-someone-about-privilege/>; Esther Armah, "The Other National Conversation: White Privilege," <http://newblackman.blogspot.com/2013/07/the-other-national-conversation-white.html>

2/19 – Everyday Privilege

Readings before class: *Getting Real*, #22

2/24 – Citizenship and privilege

Readings before class: *Getting Real*, #9 & #18; Vani Kannan, "Model Minority" or Potential Terrorist? Affective Economies, Rhetorics of Silence & the Murder of Sunando Sen,"

http://studiesonasia.illinoisstate.edu/seriesIV/documents/Kannan_studies_march14.pdf;

2/26 – Stereotypes and Model Minority Myth

Readings before class: *Getting Real*, #5

3/3 - Stereotype Threat

Readings before class: Claude Steele, "Thin Ice: Stereotype Threat and Black College Students,

<http://www.theatlantic.com/magazine/archive/1999/08/thin-ice-stereotype-threat-and-black-college-students/4663/>;

3/5 – Native American Mascots

Readings before class: *Getting Real*, #10

3/10 – Criminalizing Black Bodies

Readings before class: *Getting Real*, #7 & 19

3/12 - Racial Profiling

Reading before class: Nicholas Peart, "Why Is the N.Y.P.D. After Me?"

www.nytimes.com/2011/12/18/opinion/sunday/young-black-and-frisked-by-the-nypd.html?_r=1&pagewanted=all;

Doug Glanville, "I Was Racially Profiled in My Own Driveway"

<http://www.theatlantic.com/national/archive/2014/04/i-was-racially-profiled-in-my-own-driveway/360615>; "Racial and gender profiling can affect outcome of traffic stops, "

<http://www.sciencedaily.com/releases/2012/06/120621130716.htm>; Seth Wesler, "How East Haven, Conn., Became Synonymous With Racial Profiling," http://colorlines.com/archives/2012/02/on_sunday_afternoon_about_ten.html

March 16-20 – Spring Break

3/24 – War on Drugs and New Jim Crow

Reading before class: Phillip S. Smith, "Dorm Room Dealers: A Peek into the Drug World of the White and Upwardly Mobile"

http://www.alternet.org/drugs/145042/dorm_room_dealers_a_peek_into_the_drug_world_of_the_white_and_upwardly_mobile/;

Stacey Patton & David Leonard, "If you're white, that joint probably won't lead to jail time,"

http://www.washingtonpost.com/opinions/if-youre-white-that-joint-probably-wont-lead-to-jail-time/2014/01/10/caa94154-77f8-11e3-af7f-13bf0e9965f6_story.html;

Michelle Alexander, "The New Jim Crow: How the War on Drugs Gave Birth to a Permanent American Undercaste,"

http://www.huffingtonpost.com/michelle-alexander/the-new-jim-crow-how-the_b_490386.html;

3/26 – Review

3/31 – Exam #2

4/2 – What does Justice in the Restaurant Industry look like?

Readings before class: Jayaraman, #1 & 2

4/7 – Health Issues

Reading before class: Jayaraman, #3

4/9 – Poverty on the plate

Reading before class: Jayaraman, #4

4/14 - Racism

Reading before class: Jayaraman, #5

4/16 – Sexism

Reading before class: Jayaraman, #6

4/21 - Race and Hunger

Reading before class: Beverly Bell, “Uprooting Racism in the Food System: African Americans Organize,” http://www.huffingtonpost.com/beverly-bell/uprooting-racism-in-the-f_b_2853804.html; “Unshared Bounty,” <http://www.racialjusticeproject.com/wp-content/uploads/sites/30/2012/06/NYLS-Food-Deserts-Report.pdf>; Steph Larsen, “Welcome to the food deserts of rural America,” <http://grist.org/article/2011-01-21-welcome-to-the-food-deserts-of-rural-america/>

In-class film: A Place at the Table

4/23 Harvested in America

Readings before class: Gabriel Thompson, “The job you won't do: Try working a season in the lettuce fields of Yuma,” <http://www.azcentral.com/arizonarepublic/viewpoints/articles/2010/03/14/20100314thompson14.html#ixzz1hiVHlBrA>; http://www.inthesetimes.com/working/entry/5268/working_in_the_shadows_gabriel_thompson_sheds_light_on_im_migrant_labor/; Tom Philpott, “Startling new report shines light on farm labor conditions — and they ain't good,” <http://grist.org/industrial-agriculture/2011-04-01-bon-appetit-report-shines-light-on-farm-labor-conditions/>

4/28– Resistance and Change

Readings before class: Jayaraman, #7; *Getting Real* #23

4/30 - Review

Final Exam – December 18, 2014 from 10:10-12:10

This syllabus and schedule are subject to change in the event of extenuating circumstances and shifts in class needs. If you are absent from class, it is your responsibility to check on announcements made in your absence.

Course Policies

To be successful in this class you must read prior to arrival to class; you need to be prepared each and every day. We will discuss and I will lecture on many of the topics, yet to be successful in participation and on the exams, you need to read. Failure to follow these basic rules will lead to reduction in participation score and a potential absence for that day.

- 1 The following are unwelcome and unacceptable within this class. Doing work for other classes, reading newspapers, sleeping, and using phone during class will result in an absence for that day.
- 2 To be successful in this class you must read prior to arrival to class; you need to be prepared each and every day. We will discuss and I will lecture on many of the topics, yet to be successful in participation and on the exams, you need to read.
- 3 You should not disrupt class through constant chatting with friends
- 4 Please note that our turning on a film is signal to check emails or ESPN scores, to look at assignments.
- 5 Sleeping, daydreaming or otherwise tuning out during class is not acceptable
- 6 Habitual tardiness. If you are late, you **MUST SIT IN THE FIRST ROW AND SPEAK WITH ME AT THE CONCLUSION OF CLASS.** If you arrive after 15 minutes, this will count out 1/2 of an absence
- 7 **Class is over at 10:25 . . . not 5 minutes before. Packing up your notebook and other**

materials prior to the end of class creates problems

- 8 Reading the newspaper, another book, or otherwise focusing on something other than class constitutes a disruptive and unacceptable behavior
- 9 Class is 75 minutes long; you should be able to survive so please avoid getting up during class because you feel thirsty or hungry.
- 10 Do your best to be in class for the entire 75 minutes; leaving early can result in absences
- 11 Turn cell phones off upon arrival to class – Absolutely no texting or phone calls DURING CLASS. Please note that if I see your cell phone/other handheld device (not if it rings) whether because you've decided to text message, check scores, show a friend a picture or listen to messages, you will be marked absence for the day
- 12 Computer usage within class is strictly forbidden except in specific circumstances (disability accommodation) and with permission from instructor. In other words, no laptop/iPad/tablet/kindle, etc in class. Please take notes by hand. Those who wish to take notes using a computer, 1) must speak with me by week #2; and 2) must sit in first three rows.

Netiquette²

I expect you to observe the following proprieties in your email messages, as you would with any professional colleague:

- Emails must have a specific salutation: “Dear Dr. Leonard/,” “Dear Professor Leonard/,” or “Good Morning/Afternoon/Evening Professor Leonard/” are all appropriate.” “Hi,” “Hey,” “Mr. Leonard” or no salutation is an incorrect and inappropriate way to begin an email to me.
- Emails must be sent from your WSU account, unless an emergency requires you to use an alternate account. If you send from an alternate account, please follow up with me if you do not hear from me within 24 hours.
- Emails must close with a signature (“Sincerely,” “Thank you,” etc.)
- Emails should be grammatically correct, clear, and *concise*.
- Emails should not be sent to request info you can get elsewhere with minimal effort (i.e., my office hours, office location, phone number, due dates, location of the library, etc. All these are listed either on tumblr or the syllabus. I may or may not respond to such emails.)
- Assume that your response will come within 24 hours; if it hasn't come by then, do feel free to remind me of your message.
- DO NOT USE all CAPS
- If you have a complaint or concern about something, you should always come to see me about it in person. Email is not an appropriate forum for anything important enough to be dealt with in an extended conversation, or for a discussion in which email, because it can't convey tone, might allow for misinterpretation.
- Please don't email me to ask if I will be in office hours. Unless I have specifically stated in class that I won't be there, I will always be available during office hours on a drop-in basis or by appointment.

Cheating

² Taken from syllabus of Dr. Shanté Paradigm Smalls (earlier portions taken as well), <http://hiphopgendersexuality2012.tumblr.com/syllabus>

DON'T DO IT! What constitutes cheating: Turning in any work that is not yours and yours completely, which includes using a “cheat sheet,” USING SOMEONE ELSE’S CLICKER, SIGNING SOMEONE ON ATTENDANCE SHEET, copying the answers from a peer, copying and pasting from a website, copying a friend's work, etc. If someone else said it, wrote it, thought it, etc. give them credit – DON'T STEAL THE INTELLECTUAL WORK OF OTHERS. For more information, please see the Standards for Student Conduct WAC 504-26-010 (3). Your failure to follow these basic instructions, to respect the classroom, to take the easy route, to be in the business of pretending to learn, think, analyze, and otherwise be a student, is not acceptable in any regard. In the case, of academic integrity violations as it relates to participation and attendance, any violation will result in the REDUCTION OF “1 WHOLE LETTER GRADE” from your overall grade. What this means is that if you cheat on an exam or with an online, you will receive a “0” for that assignment and you will be reported to the Office of the Dean of Students. Any decision to violate the sanctity and purpose of the classroom leaves me with little choice in this regard. If you are unfamiliar with WSU policy regarding cheating and confused as to what constitutes cheating (plagiarism), please consult the Standards for Student Conduct found here: <http://conduct.wsu.edu>

This syllabus and all course-related materials, presentations, lectures, etc. are my intellectual property and may be protected by copyright. Selling class notes through commercial note taking services, without my written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Putting course-related materials, presentations, lectures, study guide, photo's of Prezi, etc. online could be viewed as copyright infringement and/or an academic integrity violation and is **STRICTLY FORBIDDEN**. Further, the use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Angel software program.

Students with Disabilities

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the [Access Center](#). (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations **MUST** be approved through the Access Center. For more information contact a Disability Specialist on your home campus: 509-335-3417 <http://accesscenter.wsu.edu>, Access.Center@wsu.edu

Emergency Notification System:³

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors. It is highly recommended that you review the Campus Safety Plan (<http://safetyplan.wsu.edu/>) and visit the Office of Emergency Management web site (<http://oem.wsu.edu/>) for a comprehensive listing of university policies, procedures, statistics, and information related to campus safety, emergency management, and the health and welfare of the campus community.”

³ From T & L 589 syllabus of Dr. Paula Groves Price

Course Expectations, Pedagogy, and Learning/Dialogue Approaches

Despite the size of the class, it is my hope that this class is a lively educational space defined by interaction, discussions, and critical thinking. That being said, this class is one of lecture and one where critical discussions, engagement, and activities will emanate from the lectures. It is important to take notes and engage in these conversations. It is important to produce a classroom that is open, respectful, and trusting. Following the above rules will contribute to a productive educational environment; of equal importance will be the respect shown for the class, its members, and the ideas discussed therein. As such, it is crucial that we adhere to certain guidelines.

1. READ and be PREAPRED
2. Be respectful of others, in terms of engaging and listening to lectures, peer comments, and other course materials. Be respectful in terms of not talking to peers, not packing up early, not watching movies or listening to music during class
3. Listen and listen
4. Reflect on social location and work to understand alternative arguments, analysis, and narratives, as well as anger.
5. Acknowledge that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
6. Acknowledge that one mechanism of institutionalized racism, classism, sexist, heterosexism, etc. is that we are **all systematically taught misinformation** about our own group and about members of other groups. This is true for members of privileged and oppressed groups.
7. **Read in an engaged way**, recognizing the ideology and politics imbedded in every text. Make notes in the margins – **“dialogue” with the text**, using exclamation points, questions or issue complete statements, questions or critiques. Ask yourself: what is significant in this piece, what elicits anger/sadness/laughter, but go beyond emotional responses to be prepared to make specific statements about the reading!
8. **Be aware of your own subject position, ideologies, privileges and prejudices.** Recognize your own relationship to institutions of power and structures of domination. This can help you make specific connections to the reading, class discussions and other forms of feedback. Rather than proclaiming, “This article sucks,” or “You are wrong,” you can get more specific about the basis and origins of your reaction. For example, rather than engaging in a discussion about homosexuality with statements of disgust and contempt, it might be better to state: “From my position as a white male, who was raised with the teachings of the Bible, I find homosexuality a bit troubling, especially in the

context of the arguments made by _____ on page ____.”

9. Agree to **combat actively the myths and stereotypes** about your own “group” and other groups so that we can break down the walls that prohibit group cooperation and group gain. Read and listen with recognition of other people’s subject position and ideologies. **LISTEN TO OTHERS!**
10. Reflect on our **choice of language in and outside of class**, striving to rid our vocabulary of racist, sexist, homophobic words, phrases. Recognize that your choice of words reflect your own ideological position and may bother others (think about how others may react to your words – not just content, but the way we chose to express those thoughts)
11. **Create a safe atmosphere for open discussion.** If members of the class may wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree not to repeat the remarks. Also, think about your language (including body language), posture, etc. contributes to safe/empowering or disempowering/unsafe learning environment.
12. **Take Risks:** I want this class to be a space where everyone should feel comfortable enough to disagree with each other. This needs to be safe space so reflect on the ways you engage others with your own pronouncements and how you react (with words, body language) to their statements – react privilege and positionality
13. **Read and dialogue in a politically engaged way.** Racial Dynamics, for our purposes here, reflects **power**, and relationship to systems/sources of power. Power dynamics are contextual (situational) and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within the classroom space: Is the analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored or forwarded?
14. **Speak with evidence** and “facts” on your side. Despite the popular pronouncements that there are no wrong answers, there are incomplete, problematic, superficial, surfaced, and unsubstantiated answers. Reflect on your own answers and the basis of your conclusions
15. **Go beyond an either/or dichotomy. Incorporate a both/and approach** rather than an “either/or.”
16. **Recognize the knowledge base of your peers.** It’s ok – recommended and great, in fact – to respond to a counterpoint with “hey, I’ve never thought of it that way,” or “well, you do make a good point – I’ll have to think about that for a while.” Discussion in this class isn’t about proving, embarrassing, showing off, winning, losing, convincing, holding one’s argument to the bitter end – it’s about dialogue, debate and self-reflections.

Primary Learning Outcomes

LEARNING OUTCOMES, CLASS SESSIONS, AND COURSE ASSIGNMENTS:

At the end of this course, students should be able to:		Course topics (& dates) that advance these learning goals:	This objective will be assessed primarily by
LG1	To understand the ways in which race matters WSU Learning Goals: Diversity Critical and Creative Thinking Information Literacy Communication	1/15-3/24; 4/21- 4/23 (topics: race, racism, privilege, stereotypes)	Midterm; online discussions; class participation; and in-class writing
LG2	To understand the persistence of racism and inequality within the United States and elsewhere around the globe WSU Learning Goals: Diversity Critical and Creative Thinking Information Literacy Communication	1/15-3/24; 4/21- 4/23 (topics: race, racism, privilege, stereotypes)	Midterm; online discussions; class participation; and in-class writing
LG3	To reflect on the ways in which privilege impacts opportunities and outcomes WSU Learning Goals: Diversity Critical and Creative Thinking Information Literacy Communication	1/15-3/24 (topics: race, racism, privilege, stereotypes)	Midterm; online discussions; class participation; and in-class writing
LG4	To be able to discuss the significance of race as it relates to work, food industry and criminal justice system WSU Learning Goals: Diversity Critical and Creative Thinking Information Literacy Communication	3/10-4/16	Final exam; online discussions; class participation; and in-class writing
LG5	To reflect instruments of change, processes of facilitating justice, and the history of social change. WSU Learning Goals: Diversity Critical and Creative Thinking Information Literacy Communication	4/28	Final exam; online discussions; class participation; and in-class writing